

AN INVESTIGATION ON BALANCE BETWEEN PROFESSIONAL AND PERSONAL WORK OF WOMEN TEACHERS

By

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ABSTRACT

The present study aims to examine the work-life balance of women teachers in Chennai city. In this normative survey study, 100 women teachers were selected as sample by using convenient sampling technique. The data were collected from 100 women teachers who are working in eight Higher Secondary Schools at chennai city using the Work-life Balance Checklist by Daniels, Lewis, and McCarragher (2000). The tool consists of ten statements pertaining to work-life balance. For analyzing the data, the investigator used mean, standard deviation, t-test, and ANOVA as the statistical techniques. Finding shows that there is a significant difference among work-life balance of women teachers with respect to age group and years of experience and there is no significant difference among work-life balance of women teachers with respect to salary, marital status, and number of children.

Keywords: Work-life Balance, Women Teachers, Higher Secondary School.

INTRODUCTION

Women have been playing vital role in the family not only by rearing offspring and doing household affairs since the dawn of the human civilization. Women of the early centuries were mostly confined to their kitchens and those who were employed worked in factories, farms or shop works. Very few women had the access to higher education and they were forced to be at the mercy of their fathers' or husbands' attitudes towards women and work. The role of women is such a significant that dismissing their roles on family and society can be progressed and prospered in a balanced and meaningful way. Work-life balance has always been a concern of those interested in the quality of working life and its relation to broader quality of life. The balance work-life score provides an organization with a productive and innovative employee, whereas disparity in the work life balance tends to develop depressed and dissatisfied staff. With increasing demands and pressures of work-life, conflicts between work and personal roles seem to be increasing. Changed demographics of the workforce have been the primary force for the increased focus on

family-work issues. Organizations where there is sound work-life balance practices and policies experience better financial outcomes. These benefits include: lower rates of absenteeism, increased productivity; improved customer experience; improved recruitment and retention; reduced overheads; more motivated, satisfied and equitable workforce. Thus, there is a need to study work-life balance issues vis-a-vis teachers.

1. Review of Related Literature

Glass and Camarigg (1992) suggested that among the major benefit of academic, employment is the flexibility of these jobs, this indicates that workplace flexibility is a key factor in reducing work-family conflict. A key problem, on the other hand, is that academic jobs are very challenging/demanding. Professors often criticize that the demands of their jobs never finish. Furthermore, a long, full-time commitment is estimated for successful entry into the ranks of tenured faculty.

Jacobs (2004) concluded that how Professors put in very long hours. It has been found that full-time male faculty work 54.8 hours per week on an average; their female

counterparts report working almost 52.8 hours per week. Faculty members work more hours per week than in most other occupations. Indeed, professors account for longer work per week than most of their counterparts in white collar occupations.

Garett and Ssesanger (2005) conducted a study that illuminates the factors contributing to academic satisfaction and dissatisfaction in higher education in the developing world. They used a sample of 182 respondents from two universities in Uganda, and concluded that while tenure, rank, and age predict academic job satisfaction; there was no evidence to support gender influence job satisfaction among academicians.

Rosner, et al., (2005) had targeted two hundred and three teachers and found out the impact of work-family conflict, job satisfaction, organizational commitment, and Organizational Citizenship Behavior (OCB). He indicated that OCB was associated negatively to work-family conflict, and positively to job satisfaction, work-family culture and organizational commitment. The study indicated that work-family culture predicts work-family conflict, and that various forms of work-family conflict predict OCB. Analyses also showed that, work-family culture predicts both OCB and organizational commitment, and that organizational commitment does not mediate the relationship between OCB and work family culture. The findings support the importance for schools to promote a positive work-family culture.

Ward and Wendel (2006) explored the boundary between work and family at different types of institutions from the viewpoint of women faculty, who are on the tenure track (on verge of promotion) and who are mothers of young children. Such a view provides insight into institutional disparity on academic life in general, and for any new female faculty as mothers in particular. Any imbalance in the work and family of an individual can hamper the quality of life thoroughly for the individual.

Kofodimos (2003) suggests that imbalance in particular work imbalance arouses high levels of stress, detracts from quality of life, and ultimately reduces individuals' effectiveness at work.

2. Need for the Study

Work-life balance for a teaching professional has become one of the greatest challenges in today's world. Teachers work load not only demand their time in the institution, but also extend to their home so as to get prepared for the following day, apart from maintaining student records and attending to various institution related functional requirements. Teachers need to spend extra hours every day to be effective and productive in their profession so that they could reach higher levels and face the challenging atmosphere. Moreover, teachers not only look forward towards teaching, but also need to focus on soft skills and life skills so that they not only produce good professionals, but also develop good citizens. Now-a-days teachers are found to be overburdened due to their academic work load and career issues. Ample researches were conducted on teachers' work-life balance as it has been found that teaching is a stressful profession. All this adds to the stress among teachers leading to imbalanced work-life equations. Another most important reason for studying teachers on the aspect of work-life balance is that, this is the profession that has overwhelmingly female than in any other profession. The teaching profession that has different dimensions such as pattern of work, authority, identification and career, etc, and most important thing is that all these dimensions differ with different institutes and subjects that is why this field is most preferred for work family conflict. The purpose is also to present specifically the fact that the work-life is out of balance and in need of attention for most working women, especially in teaching sector. This study has been essential for assessing the growing need for work-life balance policies/ programmes for the working teachers.

3. Operational Definition of the Key Terms

- **Work-life Balance:** Work-life balance is the optimal arrangement of an individual's on-the-job and private time to facilitate health and personal satisfaction without negatively impacting productivity and professional success.
- **Women Teachers:** Women teachers are the female teachers who are handling classes from 6th to 12th

standard in government, aided, and self-financing schools in Chennai City.

4. Objective of the Study

- To find out whether there is any significant difference among work-life balance of women teachers with respect to (i) age group, (ii) years of experience, (iii) salary, (iv) marital status, and (v) number of children.

5. Hypotheses

- H_01 : There is no significant difference among work-life balance of women teachers with respect to age group.
- H_02 : There is no significant difference among work-life balance of women teachers with respect to years of experience.
- H_03 : There is no significant difference among work-life balance of women teachers with respect to salary.
- H_04 : There is no significant difference between work-life balance of women teachers with respect to marital status.
- H_05 : There is no significant difference among work-life balance of women teachers with respect to number of children.

6. Methodology

In this normative survey study, samples of 100 women teachers were selected by using convenient sampling technique. The data were collected from 100 women teachers who worked in eight Higher Secondary Schools in Chennai city using the Work-life Balance Checklist by Daniels, Lewis, and McCarraher (2000). The tool consists of ten statements pertaining to work-life balance. For analyzing data, the investigator used mean, standard deviation, t-test, and ANOVA as the statistical techniques with the help of SPSS Package. The analyzed data were tabulated as in Tables 1-5.

7. Data Analysis

H_01 : There is no significant difference among work-life balance of women teachers with respect to age group.

It is inferred from Table 1 that, variable differed significantly with respect to age group of working women teachers. Hence, the formulated null hypothesis is rejected. Thus,

Variables	Age Group		F-Value	P-Value	Groups differed Significantly
Work Life Balance	Less than 30 Years (N = 17) (1)	Mean SD	11.76 0.903		
	31 – 40 Years (N = 32) (2)	Mean SD	16.13 1.879	310.469	0.000** (1,2), (1,3), (1,4), (2,3), (2,4), & (3,4)
	41 – 50 Years (N = 38) (3)	Mean SD	23.58 2.226		
	More than 50 Years (N = 13) (4)	Mean SD	28.31 0.630		

** Significant at 0.01 Level

Table 1. Significant Difference among Work-life Balance of Women Teachers with respect to their Age Group

there is a significant difference among work-life balance of women teachers with respect to age group.

H_02 : There is no significant difference among work-life balance of women teachers with respect to years of experience.

It is inferred from Table 2 that, variable differed significantly with respect to years of experience of working women teachers. Hence, the formulated null hypothesis is rejected. Thus, there is a significant difference among work-life balance of women teachers with respect to years of experience.

Variables	Years of Experience		F-Value	P-Value	Groups differed Significantly
Work Life Balance	Less than 3 Years (N = 26) (1)	Mean SD	16.85 5.387		
	3 – 7 Years (N = 41) (2)	Mean SD	20.20 5.326	3.726	0.014* (1,2), (1,3), & (1,4)
	8 – 12 Years (N = 17) (3)	Mean SD	21.38 5.419		
	More than 12 Years (N = 16) (4)	Mean SD	21.88 6.57		

* Significant at 0.05 Level

Table 2. Significant Difference among Work-life Balance of Women Teachers with respect to their Years of Experience

Variables	Salary	F-Value	P-Value	Groups differed Significantly
Work Life Balance	Less than 20,000 (N = 28) (1)	Mean 19.39 SD 6.124		
	20,001 – 30,000 (N = 25) (2)	Mean 18.24 SD 5.995	1.368	0.257 (2,3)
	30,001 – 40,000 (N = 32) (3)	Mean 21.28 SD 5.384		
	More than 40,000 (N = 15) (4)	Mean 20.00 SD 5.438		

Table 3. Significant Difference among Work-life Balance of Women Teachers with respect to their Salary

H₀3: There is no significant difference among work-life balance of women teachers with respect to salary.

It is inferred from Table 3 that, variable not differed significantly with respect to salary of working women teachers. Hence, formulated null hypothesis is accepted. Thus, there is no significant difference among work-life balance of women teachers with respect to salary.

H₀4: There is no significant difference between work-life balance of women teachers with respect to marital status.

It is inferred from Table 4 that, variable not differed significantly with respect to marital status of working women teachers. Hence, formulated null hypothesis is accepted. Thus, there is no significant difference between work-life balance of women teachers with respect to marital status.

H₀5: There is no significant difference among work-life balance of women teachers with respect to number of children.

Variables	Marital Status	t-Value	P-Value	Groups differed Significantly
Work Life Balance	Single (N = 32) (1)	Mean 18.69 SD 5.806		
	Married (N = 68) (2)	Mean 20.32 SD 5.757	1.322	0.189 None

Table 4. Significant Difference between Work-life Balance of Women Teachers with respect to their Marital Status

Variables	Number of Children	F-Value	P-Value	Groups differed Significantly
Work Life Balance	Nil (N = 41) (1)	Mean 20.10 SD 5.881		
	One (N = 21) (2)	Mean 17.57 SD 5.853	1.420	0.242 (1,2)
	Two (N = 24) (3)	Mean 20.88 SD 4.514		
	More than Two (N = 14) (4)	Mean 20.43 SD 7.046		

Table 5. Significant Difference among Work-life Balance of Women Teachers with respect to their Number of Children

It is inferred from Table 5 that, the variable not differed significantly with respect to number of children of working women teachers. Hence, formulated null hypothesis is accepted. Thus, there is no significant difference among work-life balance of women teachers with respect to number of children.

8. Results and Discussion

There is a significant difference among work-life balance of women teachers with respect to age group. When the mean scores are compared, the age group of more than 50 years (28.31) women teachers are better in their work-life balance than others, viz. the age group of 41-50 years (23.58), 31-40 years (16.13), and less than 30 years (11.76). This may be due to the fact that as age progresses and women possible to get married and they will have multifarious responsibilities at home to handle that pretends their work-life balance. Further, women employees who have adult children can easily balance than women with younger age kids. This finding supports the findings of Kumari & Devi (2012) and Padma & Reddy (2013) and contradicts the finding of Santhi & Sundar (2012).

There is a significant difference among work-life balance of women teachers with respect to years of experience. When the mean scores are compared, the women teachers who have more than 12 years of experience (21.88) are better in their work-life balance than others, viz. 8-12 years (21.38), 3-7 years (20.20), and less than 3 years

(16.85). This may be due to the fact that the length of service increases their responsibilities at work place and will also increase while moving up their career ladder and they will adapt the situation and plan accordingly. This finding supports the finding of Kumari & Devi (2012) and contradicts the finding of Dhanya & Kinslin (2016). The mean scores of women teachers for long working hours and taking additional classes or tuition to the students after school hours are the factors that highly affect them for managing the work and family life. Therefore, the institution may provide a feasible solution for reducing the extra-working hours, i.e. after the school hours which leads to save energy of women teachers for better performance of organization in ensuing days. Other factors is training after office hours for women teachers may destruct the performance of women employees both family and organization. The concern department has to arrange exclusive training program for women employees in school hours.

There is no significant difference between work-life balance of women teachers with respect to marital status. This finding supports the finding of Panisoara, Georgeta & Serban (2013). Most of the married women employee respondents are feeling that work-life balancing both organizational and personnel is somewhat high, since the married women employees find it difficult in a position to manage their work and life. Therefore, the organization has to organize the work-life balance programs with ambulant trainer, psychologist, and human resource managers. The respondents experience with less than three years in the academic sector, the satisfaction level for the respondents somewhat low in managing their family and work environment. So, the concern department has to identify the influencing factors which determine the women employees' satisfaction and constantly support the organization performance.

There is no significant difference among work-life balance of women teachers with respect to salary and number of children. The study has observed most of the women respondents feel family members and organization supervisors' negative attitude gives more hindrances for performance of women employees for both organization

and family. In this regard, the organization supervisors have to change the negative attitude and be more confident and affirmative to subordinates, then only the women employees could perform their job better. Most of the women employees having two kids find it difficult in a situation to balance the work and family and also the respondents will have more emotional and stress problems. Thus may affect the productivity of women employees, hence the organization has to arrange day cares to take care of their kids during school hours, if children's age are between one and three, the organisation has to create crèche or playschool.

9. Recommendations

Based on the findings of the study, it is clear that the teachers undergo severe stress as they try to balance their domestic and professional life. Continued work under pressure would result in poor performance in the institution as well as domestic life. From the findings, it is clearly indicated that majority of the teachers feel stress due to dependents, role clarity, co-workers, family culture, working hours, flexibility, and head support. If the educational institutions management think over the issue of providing employee friendly policies to faculties in order to balance their professional and personal life, definitely it can achieve competitive advantage in terms of student quality of education and faculties may turn into good organization citizens.

Conclusion

Work and family life have been an integral part of a woman's life. These two together form as a whole integrated form and therefore attracts a lot of attention. With dual career couples widely prevalent in this modern era, there is a need for systematic research into the nature of work-life conflict and further insight is required into ways by which the work-home interface can be more effectively managed. Considerably, more research is needed to gain additional insight into the meaning and consequences of work-family balance. This study was able to measure women teachers' work-life balance and has found that weekly hours of work and the stress associated with work were very important determinants of women teachers' work-life balance, alongside their

occupations, age and caring responsibilities. Conflicts in work-life balance of working women affects their health who report more stress, headaches, muscle tension, weight gain and depression than their male counterparts. Juggling between the obligations towards the families and expectations of the organization and the constant struggle to maintain a balance between work and family can have serious implications on the life of an individual by affecting their well-being and overall quality of life (Weinstein, 2009). There is a widespread demand from employees for the right to balance work and home life in today's busy world where finding time for oneself seems impossible. Health and wellness programs can, for sure help working women in balancing their personal and professional life. But they alone cannot be the answer to addressing the problems of imbalance. The problems and difficulties of women are multi-dimensional as evident from the literature reviewed; therefore, they require further probing to help working women in balancing their work and family life.

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